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| Name | | | Alor Onyiinye .A | | |
| Date | | | 02/09/24 | | |
| Class | | | SS1 | | |
| Subject | | | Chemistry | | | No of contacts/week | | 4 | |
| Topic | | | Introduction to chemistry | | | Current contact for the week | | 2/4 | |
| Objectives | | | By the end of the lesson, learners should be able to : | | | | | Evaluation | | |  | | | | | Yes | No |
| 1 | Define chemistry | | | | | | |  | | | | | | | |  |  |
| ii | List and explain the different branches of chemistry. | | | | | | | i)Define chemistry | | | | | | | |  |  |
| iii | State the carrier prospects tied to chemistry and choose theirs. | | | | | | | ii)List and explain any 4 branches of chemistry | | | | | | | |  |  |
| iv | Mention the uses of chemistry in providing our basic needs. | | | | | | | iii)State 5 carrier prospects in chemistry and mention yours | | | | | | | |  |  |
|  |  | | | | | | | Iv) Mention any 2 uses of chemistry in providing man’s basic needs. | | | | | | | |  |  |
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| Previous Knowledge | | | | |  | | | | | | | | | | | |  |
| Learners are familiar with living and non-living matter in their environment and can identify them. | | | | | | | | | | | | | | | | |  |
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| Entry Behavior | | | | The teacher introduces herself , subject and ask the learners to introduce themselves one after another by saying their names. | | | | | | | | | | Time 5 min | | |  |
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| Set Induction | | | | The teacher induces the learners by asking them the following questions ; i | | | | | | | | | | | | | 5 min |
| I}What is matter | | | | | | | | | | | | | | | | |  |
| Ii} Mention the living and non-living matter in our environment. | | | | | | | | | | | | | | | | |  |
| **Exploration**  **Stage 1**  **Stage2** | | Teachers role | | | | | Students’ role | | Teaching technique | | | Teaching aid | Time | | Yes | | No |
| The teacher uses pictures of matter to introduce the lesson | | | | | Learners respond to the teacher’s questions positively ,watch and listen to her explanation | | Demonstration and explanation | | | Pictures and marble board. | 5 min | |  | |  |
| And ask the learners to group them as living and non-living matter | | | | |  | |  | | |  |  | |  | |  |
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| 1) The teacher defines chemistry ; As a branch of science that studies the structure, composition, properties and uses of matter. It studies the interaction {changes matter undergo} and energy transformation involve during chemical changes.  b)Teacher plays 2 minutes video on definition of chemistry. | | | | | Watch videos, listen and ask question | | Explanation | | | Audio visuals, | 5 min | |  | |  |
| 2) Teacher list the branches of chemistry: | | | | |  | |  | | | Marble board | 3 min | |  | |  |
| i)organic chemistry | | | | |  | |  | | |  |  | |  | |  |
| ii)inorganic chemistry | | | | |  | |  | | |  |  | |  | |  |
| iii)analytical chemistry | | | | |  | |  | | |  |  | |  | |  |
| iv)thermodynamics | | | | |  | |  | | |  |  | |  | |  |
| v)medical chemistry  3)Teacher list the carrier prospects tied to chemistry  4)Teacher list uses of chemistry | | | | | Listen and ask question | | explanation | | | Animation pictures of profession in chemistry and marble | 2 | |  | |  |
| **Engagement** | | Teachers role | | | | | Students’ role | | Teaching technique | | | Teaching aid | Time | | Yes | | No |
| Discussion | | Teacher goes into discussion with the learners to verify their understanding on the topic using the evaluation question as guide. | | | | | Answers questions | | questioning | | | Marble board | 3 min | |  | |  |
| Reemphasis | | Teacher reemphasizes the difficult areas. | | | | | Listen | | explanation | | |  | 2 | |  | |  |
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| Application | | Teacher plays a two minutes video on chemistry and the world | | | | | Watch the video | | demonstration | | | Audio visuals | 2 min | |  | |  |
| Evaluation | | Teacher evaluates the learners using the questions in the evaluation stage above. | | | | | Answers questions | | questioning | | | Marble board | 3 min | |  | |  |
| Summary | | Teacher summarizes the lesson by writing note on the marble board | | | | | Copy note written on the board | | demonstration | | | Marble board |  | |  | |  |
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